

ACTFL 2007 ~ San Antonio TX

# Podcasting Projects for Language Classes: What, When, Why and How

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## INTRODUCTION

## PROJECT 1

### Blogs and Podcasting

- **Recording Audio**
  - a. Necessary Equipment: access to Internet, microphone/headset
  - b. Go to <http://www.odeo.com>
  - c. Create username
  - d. Go to <http://studio.odeo.com/create> and click on “Record New Audio”.
  - e. Save recording
  - f. Copy embed code at bottom of Odeo page, log in to blog, and paste into compose box in blog.
- **Possible projects**

Context – study abroad

  1. Blog - Introduce self
    - Required image: picture of yourself
    - Podcast (1 minute) – intercultural story/misunderstanding
  2. Interview (4 minutes) – Interview someone who has studied abroad.
    - Required image: picture of person you interviewed (could also be a picture of interviewee taken while studying abroad)
  3. Podcast (3-4 minutes) – Create an advertisement (what to see, do, eat, sleep, university, classes, etc.) for a city where you might like to study abroad.
    - Required image: 3-4 pictures of the town
- **Blog/Podcast Project (Fall 2006)**
  - <http://flc.cas.sc.edu/FR209A/wordpress/>
  - <http://flc.cas.sc.edu/FR209B/wordpress/>
- **Other podcast directories**
  - iPodder.org – <http://www.ipodder.org>
  - Podcast.net – <http://www.podcast.net>
  - Yahoo podcasts – <http://podcasts.yahoo.com>
  - Podcast Directory – <http://www.podcastdirectory.com>
  - Podcast Alley – <http://www.podcastalley.com>
  - Podcast Central - <http://www.podcastcentral.com/>
  - Podcast Bunker - <http://www.podcastbunker.com/>
  - Podcast.com - <http://podcast.com/home.php>
  - The Education podcast network – <http://epnweb.org>
- **Subscribing and listening to podcasts**
  - iPodder (for Windows 2000/XP) FREE - <http://www.ipodder.org/>
  - iTunes (PC or Mac) for FREE - <http://www.apple.com/itunes/>
  - iPodderX (Mac or PC) (fee) - <http://ipodderx.com/>

- **Recording Podcasts**

- Audacity – <http://audacity.sourceforge.net>
- Odeo – <http://odeo.com>
- Evoca – <http://evoca.com>
- Skype – <http://www.skype.com>
- Skype recording add-on PowerGramo: <http://www.powergramo.com>
- Skype (long-distance interviews) - <http://www.skype.com/helloagain.html>
- Gizmo (long-distance interviews) - <http://www.gizmoproject.com/>

### **Listening to Podcasts**

- **Listening to podcasts**

- a. Allow your students to (or as a class) visit a blog directory and find a podcast on a topic in which they are interested.
  1. Podcast directory: <http://www.podcast.net/>
  2. French directory: <http://www.podcastfr.info/>
- b. Have students or class subscribe to the podcast through iTunes
- c. Download iTunes if necessary <http://www.apple.com/itunes/download/>
- d. Open iTunes
- e. Go to the “Advanced” menu
- f. Select “Subscribe to podcast” and paste in the appropriate URL
- g. Once students are subscribed, new podcasts will automatically download to their computer.
- h. Require students to listen weekly, bi weekly, monthly, etc. to the podcast and report on the topics

**Example: Français Facile**

**<http://www.rfi.fr/communfr/dynamiques/podcasting.aspx?rubrique=lfrr>**

## Podcast grading rubric

	Points
5 points – content	_____
4-5 pts – topic fully discussed with several examples from your experiences and research	
2-3 pts – topic only cursorily discussed with only one example provided	
1 pt – topic barely discussed with no examples provided	
5 points –coherency and organization	_____
4-5 points – coherent and well-organized, includes title	
2-3 points – somewhat difficult to follow, includes title	
1 point – not organized, no title	
5 points –pronunciation and fluency	_____
4-5 points – few errors in pronunciation; conversation flows well	
2-3 points – a fair amount of pronunciation errors, but still comprehensible; many starts and stops in conversation	
1 point – meaning unclear due to pronunciation errors	
5 points – accuracy	_____
4-5 points – few errors in spelling and grammar	
2-3 points – many spelling or grammar errors, but still comprehensible	
1 point – meaning unclear due to spelling or grammar errors	
5 points – creativity	_____
4-5 points – creative presentation of topic including music, pictures, background, special effects, and/or energetic presentation	
2-3 points – semi-creative presentation without additional effects	
1 – completely uncreative presentation	
5 points – impact	
4-5 points – voice is engaging, voice sounds natural, includes natural pauses and hesitations, variation in voice intonation	
2-3 points – voice is not very engaging, little variation in voice intonation, parts of podcasts sounds read aloud	
1 point – voice is not at all engaging, monotone voice, entire podcast sounds read aloud	
Total Points	_____/30

Comments (2 required)

5 points – content	_____
4-5 points - demonstrated that you read their posting by reacting to or asking about what your classmate wrote	
2-3 points – questionable whether you read or understood classmate’s posting	
1 point – no demonstration of having read classmate’s posting	
Total Points	_____/5

## PROJECT 2

### Examples

- Odeo: <http://odeo.com>
- Odeo studio: <http://studio.odio.com>
- Groups and URLs: <http://www.clas.ufl.edu/users/glord/fonetica/podcast.html>
- Tareas: <http://www.clas.ufl.edu/users/glord/fonetica/tareas.html>

### Results

#### A. Pronunciation Attitude Inventory (PAI)

**Table 1**

***Pre- and Post- Semester PAI Scores for All Participants***

Participant	PAI score		
	Pre-semester	Post-semester	Change?
1	55	51	-4
2	38	42	+4
3	51	53	+2
4	38	36	-2
5	53	54	+1
6	38	37	-1
7	47	47	0
8	46	47	+1
9	48	54	+6
10	39	40	+1
11	49	50	+1
12	55	57	+2
13	46	45	-1
14	50	58	+8
15	51	58	+7
16	46	53	+7
<b>Mean</b>	<b>46.875</b>	<b>48.875</b>	<b>+2</b>

**Significant pre-post difference ( $t=-2.284$ ;  $p=0.037$ )**

*Note: Maximum value = 60 (most positive attitude);*

*Minimum value = 12 (most negative attitude)*

#### B. Judges' ratings

**Table 2**

***Average Pre- and Post- Pronunciation Ratings***

Participant	Ratings		
	Task #1	Task #6	Change?
1	3.33	3	-0.33
2	3.33	3.67	0.34

3	3.33	4.33	1
4	3	3	0
5	3.33	3	-0.33
6	2.33	2.33	0
7	3	3	0
8	3.33	3.33	0
9	3	3.66	0.66
10	3.33	3.33	0
11	2.67	3.33	0.66
12	2.67	3.33	0.66
13	3	4.33	1.33
14	3.33	4.66	1.33
15	3	4.33	1.33
16	3	4	1
<b>Average</b>	<b>3.06</b>	<b>3.54</b>	<b>0.48</b>
<b>Significant pre~post difference (t=-3.221; t=0.006)</b>			

*Note: Highest rating = 5 (“Native-like”)*

*Lowest rating = 1 (“Extremely foreign sounding”)*

**Table 3**  
***Average scores for end-of-semester survey***

Item	Average
1. I enjoyed the podcast project.	3.875
2. My group members were able to offer useful, constructive comments regarding my pronunciation.	3.875
3. Technological glitches with Odeo severely impeded the success of the project.	2.625
4. I became more conscious of my own pronunciation through this project (more so than I would have through just taking the phonetics course).	4.188
5. Recording my own voice makes me nervous.	3.375
6. I am able to generalize what I learned about pronunciation, and what I practiced in the podcast <i>tareas</i> , to my daily use of Spanish.	4.063
7. I learned a lot about my own pronunciation strengths and weaknesses through the project.	4.250
8. The input offered by the graduate student visitors was useful to me.	3.750
9. This is a useful project that should be implemented with future courses.	4.313

*Note: Students rated items on a scale of 1-5*

*Highest rating = 5 (“Always true of me”)*

*Lowest rating = 1 (“Never true of me”)*

## DESIGNING YOUR OWN PROJECTS

### Finding target language podcasts

- There are many podcast directories available, but often they are too general to be of use to FL teachers
  - <http://www.podcast.net/>
  - <http://www.podcast411.com/>
- Conduct an Internet search for:
  - “foreign language podcasts” - generally yields podcasts designed to teach a FL to users of a different native language
    - [http://www.oculture.com/category/foreign\\_language](http://www.oculture.com/category/foreign_language)
  - “podcast” in a FL search engine (such as [www.google.es](http://www.google.es)) - yields directories and sites with podcasts created by and for native speakers
    - <http://www.podcastellano.com/directorio/>

#### For example,

##### French

*Le podcasting ou baladodiffusion*

- <http://www.touslespodcasts.com/>
- <http://www.podflux.net/>

##### German

- <http://www.podcast.de/>
- [Annik Rubens: Schlaflos in München](#) 3-5 minute daily podcasts
- <http://www.podsetter.com/wordpress/> (specific example)

##### Spanish

- <http://www.podcastellano.com/directorio/>

### Creating podcasts - Resources

Some services include:

- Odeo (<http://odeo.com>)
- PodOMatic (<http://www.podomatic.com/>)
- MyPodcast (<http://mypodcast.com/>)
- Podbean (<http://podbean.com/>)
- Podcastpeople (<http://podcastpeople.com/>)
- OurMedia (<http://ourmedia.org>)
- HipCast (formerly audioblog.com) (<http://www.hipcast.com>)
- Liberated Syndication (<http://www.libsyn.com>)
- iTunes (<http://www.apple.com/itunes/>)

### Creating Podcasts

Tutorials:

- <http://www.wikihow.com/Start-Your-Own-Podcast>

- <http://how-to-podcast-tutorial.com/>
- <http://www.podcastingnews.com/articles/How-to-Podcast.html>
- [http://podcasting.about.com/od/podcastbasic1/Podcast\\_Basics.htm](http://podcasting.about.com/od/podcastbasic1/Podcast_Basics.htm)

### Assessment

- Rubric produced by Ann Bell – U of Wisconsin: introduction, content, delivery, interview, graphics/music, technical production, group/partner work
  - <http://www.uwstout.edu/soe/profdev/podcastrubric.html>
- Podcasting rubric: introduction, artwork, internet links, audio/music, interviews, group/partner work:
  - <http://www.beaut.org.au/podcastrubric3.pdf>
- Questions about listening to a good podcast and evaluating it (Kathy Schrock)
  - <http://school.discoveryeducation.com/schrockguide/evalpodcast.html>
- Podcasting rubric by Mary D Bradford (High School): content, delivery, enhancements, technical production
  - <http://sblogs.writingproject.org/filer/yvpBawpManilaWebsite/ejmaterials/schoolInTheCouleePodcastRubric.pdf>

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